Cross-School Interdisciplinary Teaching Grant Proposal
Shanti Parikh (Arts & Sciences) and Vetta Thompson (School of Social Work)

Applicants and Schools
- Vetta Thompson, Associate Professor
  - Institute of Public Health, Warren G. Brown School of Social Work
  - vthompson@gwbmail.wustl.edu
- Shanti Parikh, Associate Professor
  - Department of Anthropology, Arts & Sciences
  - shanti.parikh@wustl.edu

Proposed Course
“Interrogating Health, Race, and Inequalities: Public Health, Medical Anthropology, and History”

Budget Request: $50,000 (see Budget, page 10)

Overview of Proposed Course
“Interrogating Health, Race, and Inequalities” is a proposed graduate and upper-level undergraduate course that combines tools from the fields of public health, medical anthropology, and history to critically examine the intersection of race/ethnicity, inequalities, and health around the world. Particular emphasis will be placed on people of African descent residing in the U.S., Africa, Europe, the Caribbean and elsewhere in the Diaspora. Within the U.S., African-Americans have some of the worst health outcomes and as a continent Africa is home to some of today’s most pressing global health issues as identified by the World Health Organization (WHO), including HIV, water-borne diseases, maternal health problems, and infant mortality. The course will highlight how these poor health indicators of people of African descent globally are not simply the result of individual bad health behaviors or lack of knowledge, but rather are the result of historically produced structures and contexts that inform people’s behaviors, limit their access to healthcare, or guide their health beliefs. If poor health is the product of structural determinants, then intervention strategies and policies must move beyond individual-level messages and instead address the underlying factors that make people vulnerable and shape their health-related behaviors and outcomes.

The proposed course responds to growing interest at Washington University around issues of health as a social (as opposed to merely a biological) phenomenon, and draws from complementing research interests and teaching expertise of Vetta Sanders Thompson, an Associate Professor in the George Warren Brown School of Social Work and member of the Institute of Public Health, and Shanti Parikh, an Associate Professor in the Department of Anthropology in Arts and Sciences with affiliations in AFAS, WGSS, and Urban Studies. (see Description of Instructors, page 3). The proposed course
addresses methodological concerns in the wider field of health sciences as recently outlined by the National Institutes of Health (NIH). In its summary report on health behavior change, the NIH noted that “The science of behavior change has long suffered from fragmentation along scientific and topical boundaries,” concluding that progress in designing more effective health interventions and ameliorating health disparities cannot be made unless a more integrated interdisciplinary approach is taken in understanding health behavior and outcomes (NIH, 2009:5). “Interrogating Health, Race, and Inequalities” directly meets this challenge by equipping Washington University students as future leaders in public health, medicine, and health-related research with interdisciplinary skills to critically examine health inequities as they relate to intersecting issues of inequalities, including race/ethnicity, socio-economic, gender, and geographic location.

“Interrogating Health, Race, and Inequalities” will consider health of people of African descent domestically and internationally through the analytic and methodological lenses of medical anthropology, social history, theories of (health) inequity, descriptive disease and health indicator epidemiology, empirical evidence, and public policy. In addition, students will acquire theoretical and practical knowledge that encourages and permits the development of innovative research and intervention strategies aimed at reducing health inequities among racial/ethnic groups that have been historically marginalized (whether structurally or socially) from formal healthcare systems and from recent development in medicine. While the courses focuses on racial/ethnic disparities in health and health outcomes, the course also highlights how race and health intersect with other axis of diversity, identities, and social determinants such as sex and gender, poverty, disability, language, literacy, labor-related migration, and occupation.

Target Course Enrollment

The first time “Interrogating Health, Race, and Inequalities” is offered it will be capped at 20-25 graduate-level and advanced undergraduate students. This will allow for the course instructors to refine their cross-disciplinary approach to the topic, readings, and teaching, and to develop a long-term research relationship with a potential community partners (see Deliverables, page 9). Capping the course at 20-25 students will also ensure that students receive individualized attention from course instructors and have an opportunity to actively participate in class discussions and activities, which we believe is important for a course that focuses on issues dealing with identity and health and which will likely elicit great discussion.
Based on the growing demand for courses focusing on health & society and public health on the Danforth Campus, the co-applicants see no problem in meeting our target enrollment or the minimum 15 student requirement as set by the Cross-School Interdisciplinary Grant. In addition, both instructors have taught courses that are in high demand and attract students outside their home disciplines. For example, Shanti Parikh’s courses repeatedly have waitlists as do both her Spring 2011 courses, one of which health-related community-based course, called “Sexual Health and the City: A Community-Based Learning Course” (L90 406). As of December 20, 2010, this health-related course had 40 students waiting to fill the 15 available slots. Similarly, Parikh’s 400-level Global AIDS course was in such demand that she increased it from a 40 student class to a 90 student lecture course. Professor Thompson has experienced equal interest in her courses. Specifically, her Understanding and Eliminating Health Disparities courses were originally specialized seminar courses for the CDC and NCI funded Eliminating Health Disparities Program; however, due to student interest and demand these courses were opened to all School of Public Health students and enrolled MPH, MHA, and Allied Health students. Her Social Justice and Human Diversity Course has enrolled students across Schools, including Law, Occupational Therapy, and advanced undergraduates. In sum, based on increasing student interest at Washington University for courses on health, human rights, and inequalities and Drs. Thompson’s and Parikh’s past teaching records, the co-applicants are confident that this course will attract a wide range of students and will meet the 15 student minimum. The course will also serve to provide graduate and advanced undergraduate students an opportunity to engage in supervised, independent research projects.

Description of Instructors

Dr. Vetta Thompson is an Associate Professor, at George Warren Brown School of Social work and affiliations with the Institute for Public Health and Urban Studies. She is well qualified to participate in the development and teaching of this course. She is a licensed psychologist and health service provider in the state of Missouri, who expanded her mental health research on African American racial identity and experiences with discrimination to health. Her graduate teaching has included Understanding and Eliminating Health Disparities (Saint Louis University School of Public Health), Multicultural Issues in Psychotherapy (UMSL), and Mental Health and Public Health (Saint Louis University School of Public Health). Dr. Thompson serves as the Lead Instructor for Social Justice and Human Diversity, was co-director of the NCI-funded pre-doctoral fellowship in cancer communication for African American graduate students in public health, and served as Coordinator of the Black Studies Minor at University of Missouri Saint Louis.
Dr. Shanti Parikh is an Associate Professor of Anthropology in Arts and Sciences with a joint appointment with African and African-American Studies (AFAS) and affiliations with Women, Gender, and Sexuality Studies (WGSS) and the Urban Studies. With her research and teaching in the area of medical anthropology she brings to this course expertise on how structural factors shape local communities' understandings of health and diseases as well as health-related behavior. She has conducted ethnographic research on gender, health, and HIV in Africa for over fifteen years, and has served as a qualitative expert and advisor to various health-related research projects in the Caribbean and among African-Americans in the U.S., including the UN Fund for Women (UNIFEM) and the Center for Health and Gender Equity (CHANGE). Her teaching at Washington University has included a Global AIDS course, theory courses on gender and sexuality, and a community-based sexual health course. She has received research grants from NIH and Fulbright, serves on various Boards of Directors for health-related community agencies, and is considered an expert speaker on the topic of inequalities and the global AIDS epidemic.

**Proposed Activities during the Course Planning Stage**

The organization and content of “Interrogating Health, Race, and Inequalities” will be more fully developed during the proposed planning phase. During the planning stage we will address organizational and content tasks such as (1) whether the course will be organized around a disease, population, or thematic perspective, (2) establishing contact with potential community partners for the community-learning and research component of the course, (3) developing a list of potential field trips, (4) designing in-classroom assignments and activities, (5) identifying and inviting guest lecturers, (6) creating an interdisciplinary reading list, videos and other course materials for the syllabus, and (7) obtaining outside feedback on the course syllabus, assignments, and readings. Planning activities will be conducted by the two co-applicants with suggestions and input from colleagues, literature reviews, syllabi and courses from other Universities, and internet resources (see Planning Timeline, page 9).

**Background and Rationale for a Course on Race and Health**

United States continues to increase in diversity (OMHD, 2007) and current health data suggest that researchers and practitioners understand that this diversity has developed in a context of social and economic inequities that shape health outcomes (Budrys, 2003; Laviest, 2005). This increased awareness of the intersection of social inequalities and health disparities has led to greater attention to the health, safety, and well-being of populations that remain marginal from healthcare systems. When health
outcomes are examined, the differences that exist among populations are obvious, striking and persistent (Williams, 2003). The term “health disparity” has gained favor in discussions of differences in health outcomes (Budrys, 2003; Carter-Pokras & Baquet, 2002); however, the use of the term “health inequity” is probably more appropriate, although it is not widely used in the United States. Health inequity refers to differences in incidence, morbidity, and mortality for disease, rates of health and preventive behaviors, and quality of life that are likely the result of injustice and inequity in society (Budrys, 2003).

Differences in health outcomes in the United States are well documented (Office of Minority Health (OMH), 2005; National Center for Health Statistics (NCHS), 2002). African-American, American Indian, and Puerto Rican infants have higher mortality rates than those reported for White infants. African Americans have higher rates of heart disease (29 percent higher), stroke (40 percent higher), and diabetes (2.0 times more likely) (NCHS, 2002). African Americans represent only 12 percent of the U.S. population in 2001, yet they accounted for 54 percent of adult AIDS cases (OMH, 2005). Likewise, it is well documented that people with low income and less education have higher rates of morbidity and mortality compared to those with more education and income (House & Williams, 2000). These inequities reproduce themselves around the globe.

Preventive health as well as screening and testing behaviors follow a trend that reflects observed differences in disease incidence and mortality. Research has shown that within the U.S., across diseases African-Americans are less likely to be screened or tested for most diseases (James, Lillie-Blanton, & Garfield, 2006). While structural barriers such as lack of transportation or knowledge about screening provide partial explanation for this disparity, an examination of the history of medical research shows how distrust of the healthcare system has developed and been sustained within the African-American community in ways that have created other social barriers. Similarly, in Africa, the Caribbean, and Europe, the most basic immunizations and screening tests fail to reach the majority of the Black population for reasons that can be located in the context, the historical interactions between populations and healthcare systems, and the incompatibility of health communication messages with local beliefs.

**Course Objectives**

By the end of this course it is expected that students will have a strong understanding of race as a historically produced social construct as well as how race interacts with other axes of diversity and social determinants to produce particular health outcomes. Students will gain an understanding of the
health disparity literature and a solid understanding of multiple and intersecting causes of these disparities. Students successfully completing the course will be able to:

1. Describe and apply the socio-ecological model in public health and theories of health promotion to understand/explain health disparities.

2. Use existing research and data to describe and analyze the patterns of health disparity affecting various racial/ethnic groups, including health indicators, rates of disease, and health-related behaviors; contextualized by issues such as gender, income/wealth, education, history and geography.

3. Demonstrate awareness of history, politics, and various forms of social inequalities as factors that influence health attitudes, knowledge, behavior, and healthcare relationships and their role in the emergence of disparities.

4. Use existing research and data to describe and analyze the determinants of health disparities for particular groups, including social, political, and economic factors and relationships.

5. Evaluate the status of literature with respect to the evidence base for prevention/intervention, culturally appropriate modifications, and service delivery strategies.

6. In collaboration with a community partner, generate ideas for research that contributes to the understanding of how historical relationships, social, political, and economic factors interact to influence health disparities.

7. Develop research and evaluation strategies that are both culturally appropriate and sensitive to community needs and contribute to efforts eliminate health disparities.

Course Description

“Interrogating Health, Race, and Inequalities” is intended for graduate students in the School of Social Work and in Arts & Sciences as well as advanced undergraduates in Arts & Sciences who have previous coursework in medical anthropology, public health, or urban policy. Drawing students from a wide range of disciplines will further foster the interdisciplinary perspective promoted in the course for students will have an opportunity to learn how their peers in other fields understand the topics, course materials, and debates.

The course will be divided into learning units that build on each other. In the first unit, students will be introduced to the foundational theories and concepts of the course, including theories of race, the socio-ecological model of public health, medical anthropology, and the idea of structural violence
(Farmer 2003). The remaining units will either be organized around a specific disease or condition (such as HIV, mental health, substance abuse, diabetes) or around geographic locations (such as a particular city in the U.S. or country in Africa or Europe) or around a theme (such as the legacy of medical ethics abuse and community trust). The structure of the course will be determined during the planning phase.

The fundamental goal of the course is to demonstrate how health is not merely a medical or biological phenomenon but more importantly the product of social, economic, political, and environmental factors. To meet this goal the course is designed to examine the intersection of race/ethnicity and health from multiple analytic approaches and methodologies. Course readings will draw from the fields of public health, anthropology, history, and policy analysis. Teaching activities include lectures, group projects and presentations, videos, and discussions led by the course instructors. These in-class activities will be supplemented with field trips and field-based projects. Field trips may include a trip to Jefferson City to observe debates in the Senate and House Committees that oversee health and human services, or a tour of the city to explore how urban geography, segregation, and environmental determinants shape health outcomes, access to healthcare, and community's understandings of health. In addition, there will be guest lectures by experts in intervention strategies relevant to health inequities and race and health. Guest lecturers under consideration include David Satcher, MD, former United States Surgeon General, Vickie Mays, PhD. a leading HIV researcher addressing health inequities, a representative from the Office of Minority Health, and a global health expert possibly from the World Health Organization or from the Centers for Disease Control.

Students will conduct a semester-long project in which they, with the assistance of the professors, will select a topic and complete a series of assignments around that topic that correspond to the particular unit, culminating to a final assignment and possibly a poster presentation. For example, an assignment early in the semester might be to research the history of a particular region or community and comment on how that history may have shaped the student’s selected health topic. Another assignment later in the semester may be to develop an intervention strategy to address the particular issue, using the socio-ecological model and taking into account structural determinants. A final assignment may be to write a policy paper or a research proposal to gather data from the identified community. The planning period and grant will be used to develop the course content, organization, guest speakers, field trip, and assignments. During the planning stage, the instructors will set up relationships with community partners with whom students can collaborate on their research projects.
Assessment Plan

The initial component of the assessment will involve a syllabus review by three experts in the fields of medical anthropology, public health and health inequity. We will seek our reviews from individuals such as, Thomas LaVeist, PhD of Johns Hopkins University or Robert Fullilove of Columbia University’s Mailman School of Public Health, who have produced textbooks or lead journals devoted to the development of this scholarship. They will be asked to critique course objectives, in addition to the appropriateness of readings, activities and assignments given cross disciplinary nature of the course, and to provide advice on team teaching a course of this nature. The summaries and recommendations provided will be used to revise the syllabus and strengthen the quality of readings and assignments, as well as develop a coherent and workable plan to assure the inclusion of cross disciplinary voices and expertise during course implementation.

Process evaluation of the course will allow us to track the number of students enrolled, the number on the waiting list, the number who drop the course and class attendance, particularly when there are guest lectures and on field trips. There will be evaluations of each guest lecturer, field trip activities, and the course (mid-semester and the end of the semester). We will use course sign in sheets and evaluation surveys administered via Black Board. It is anticipated that these evaluations will take 5 to 7 minutes; therefore we will also include open ended items to encourage student feedback throughout the course. The satisfaction and experience evaluation data will examined by academic level and discipline. These data will allow us to understand how undergraduates respond to activities compared to graduate students and how student responses vary by academic disciplines.

The impact evaluation will allow us to assess the extent to which we accomplish our objectives, namely to increase an understanding of race, health and how race informs health inequities in the context of other social determinants. We will assess our impact through the use of course wide surveys. We will administer pre and post knowledge surveys at the end of each module. In addition, we will monitor scores and grades on class assignments. Again, administered via Black Board, the pre-post change in knowledge scores will be evaluated and data examined by academic level and discipline. These data can be used to inform what changes we should make to improve the course. The final survey tools will be based on discussions with our expert course evaluators, a review of the literature on course evaluation and consultation with psychometric experts. Based on her research background and interests, Dr. Thompson will lead this effort.
Deliverables

Upon completion of the course assessment and final report, Drs. Parikh and Thompson will produce a syllabus that has been evaluated by content experts in the field and revised, student evaluations and a sample of students' final projects. We will share any general feedback that might assist other campus instructors through our academic leadership roles, as well as through informal means. The Provost's office will be provided with copies of the external feedback received as a part of the course assessment.

Upon completion of the grant, Drs. Parikh and Thompson will:

1. Submit for publication a paper that explores how a course that explicitly deals with issues of historical inequity can structure activities that increase culturally informed dialogue and scholarship, while minimizing issues of guilt, shame, and negative emotional responses.

2. Develop a grant proposal to fund training to increase the number of racial/ethnic minorities in the social sciences who consider how their expertise can be used to address health inequities.

3. Establish and solidify a long-term relationship with community partner, which will function as a service-learning component for future semesters the course. This partnership will allow students a hands-on experience through which to apply the theories and methodologies from class, and will foster positive relationships between Washington University and the St. Louis city community.

### Course Planning Timeline

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<tr>
<th>Planning Activity</th>
<th>Spring 2011</th>
<th>Summer 2011</th>
<th>Fall 2011</th>
<th>Spring 2012</th>
<th>Summer 2012</th>
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<td>Review literature, syllabi, potential readings</td>
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<td>Develop Draft Outline</td>
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<td>Develop Course Activities</td>
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<td>Refine Course Outline</td>
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<td>Send Syllabus out for External Review</td>
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<td>Develop Course Assessment Strategies</td>
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<td>Select Potential Guest Lecturers</td>
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<td>Plan Field Trips</td>
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<td>Letters to Guest Lecturers</td>
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<td>Field Trips/Lecturers Confirmed</td>
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<td>Teach Course</td>
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<td>Implement Assessment</td>
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<td>Analyze Assessment Data</td>
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<td>Prepare Reports &amp; Publications</td>
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<td>Budget</td>
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<td>Planning Stipend (Vetta and Shanti @ $5,000 each)</td>
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<td>Graduate/Teaching Assistant</td>
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<td>Transportation for arranging and taking fieldtrips</td>
<td>$3,000</td>
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<td>Guest Speakers</td>
<td>$4,800</td>
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<td>* 3 out of town ($500 airfare + $300 room + $200 meals &amp; events with students + $300 honorarium)</td>
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<td>* 3 local speakers ($150 meals &amp; events with students + $150 honorarium)</td>
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<td>Videos and other course materials</td>
<td>$1,700</td>
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<td>Funds to respective Schools to defray costs of course relief ($9,000 per School)</td>
<td>$18,000</td>
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<td>Costs associated with course assessment &amp; evaluation and publication preparation</td>
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<td>* Honorarium for outside evaluators/consultants (2 people @ $500)</td>
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<td>* Graduate Assistant for lit review &amp; publication preparation ($1,500)</td>
<td>$2,500</td>
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<tr>
<td><strong>Total Proposed Budget</strong></td>
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References


Curriculum Vita
Vetta L. Sanders Thompson
Washington University in St. Louis
George Warren Brown School of Social Work
Campus Box 1196, Brown 206
One Brookings Drive
St. Louis, MO 63130-4899
314-935-3432
vthompson22@wustl.edu

Education

Graduate

Durham, North Carolina Psychology, Clinical Training
Master of Arts December 1984
Doctor of Philosophy December 1988
(APA Accredited)
Graduate and Professional Opportunity Program
Fellowship, 198-1984

Undergraduate

Harvard University 1977-1981
Cambridge, MA Psychology & Social Relations
Bachelor of Arts
Magna Cum Laude
Elizabeth Carey Agasszi Certificate of Merit, 1981

Academic Experience

Washington University in St. Louis July 2008 to present
Associate Professor, Tenured - George Warren Brown School of Social Service
Associate Member - Siteman Cancer Center
Affiliated Faculty - Interdisciplinary Program in Urban Studies & Center on Urban Research & Public Policy, Faculty of Arts & Sciences

Saint Louis University January 2004 to June 2008
Associate Professor, Tenured - School of Public Health/Behavior Science
Associate Member - Siteman Cancer Center
Faculty Affiliate - Health Communication Research Laboratory

University of Missouri-St. Louis August 1989 to December 2003
Associate Professor, Tenured - Department of Psychology, August to December 2003
Assistant Professor - Department of Psychology 1989-1995
Faculty Affiliate - Center for Trauma Recovery -, 1998 to 2003
Coordinator Black Studies Minor 1991 to December 2003
Courses Taught

Graduate  Human Diversity, Applied Behavior Therapy, Mental Health Issues in Public Health, Understanding Health Disparities, Eliminating Health Disparities, Child Psychotherapy, Multi-cultural Issues in Psychology, Personality Assessment, Clinical Supervision

Undergraduate  Child Development, African American Psychology, Personality Theory, Advanced Topics in Personality Theory, Psychology of Oppression, Field Placement, Directed Studies

Pre-Collegiate  (Bridge, HAMP) General Psychology

Licensure  State of Missouri License No: PY01430
           State of Missouri Health Service Provider No: PY01430

Fellowships and Traineeships

Public Policy Research Centers - Fellow
August, 1999 - 2001
Kellogg Foundation - Missouri Youth Initiative Fellow
June, 1991 - May, 1993
Pre-Doctoral Internship in Clinical Psychology
Malcolm Bliss Mental Health Center
St. Louis, MO August, 1985 - August, 1986

Clinical Experience

Clinical Faculty UM-St. Louis
Supervise graduate students, CPS
Child, adolescent, and family therapy

Psychology Staff and Treatment Team Coordinator
Hawthorn Children's Psychiatric Hospital (Children's Unit)
St. Louis, MO August 1987 - August 1989

Psychology Staff
Washington University Child Guidance Center:
St. Louis, MO August 1986 - July 1987

Publications

Mentoring activities are indicated as follows: The names of student authors are underlined, junior faculty names appear with an * and staff names appear with a +.


**Book Chapters**

**Abstracts**

**Monographs**

**Service Publications**


**Internet Articles**


   http://www.vawprevention.org/research/multicultural_research.html

   http://www.vawprevention.org/research/attitudesdv.shtml

   http://www.vawprevention.org/research/multicultural_overview.html

   http://www.vawprevention.org/research/multicultural_barriers.html

**Book Reviews**


Instruments


Grants
1 R01 CA122435-01A2 (V Thompson, PI) 09/22/2008-07/31/2011 1.8 academic
National Cancer Institute $937,143 .60 summer

HHSN267200700033C (L Flick, PI)
NIH/NICHD/St. Louis University 09/28/2007 – 08/31/2012 2.7 academic
National Children’s Study (St. Louis, Macoupin County) $22,900,000 .90 summer
Role: Investigator for Community Engagement
07-0243-07 (MW Kreuter, PI) 08/01/09 - 07/31/10 1.8 academic 
Missouri Foundation for Health $717,299 .60 summer 
Center for Health Literacy 
Role: Investigator 

2P50 CA95815-07 (MW Kreuter, PI) 9/1/08- 8/31/13 .45 academic 
National Cancer Institute $1,156,080 .15 summer 
Communication-based Strategies to Eliminate Cancer Disparities 
Role: Career Development Coordinator 

IU48-DP-001903-01 (Kreuter, PI) 09/30/09-09/29/14 .45 academic 
CDC 
Prevention Research Centers’ Cancer Prevention and Control Research Network 
Role: Socio-cultural Coordinator 

IR03CA142102-01 (PI: KI Alcaraz) 07/01/2009 – 06/30/2011 .27 academic 
National Cancer Institute 
Using technology to connect rarely and never screened women to mammography 

3 U01 CA114594-04S2 PECA D (G. Colditz, PI) 07/2008 – 04/30/08 .90 academic 
NCI HPV Vaccination among African Americans $72,124 
Role: Investigator/Project Manager 

US48-DP-000060 SIP 16-04 (MW Kreuter, PI) 09/30/04-09/29/09 .27 academic 
CDC Prevention Research Centers’ Cancer Prevention and Control Research Network 
Role: Socio-cultural Coordinator 

1 P50 CA95815-1A1 (MW Kreuter P.I.) 9/1/03-8/31/08 .60 academic 
NCI $ 1,228,224 
Centers of Excellence in Cancer Communication Research 
Study 3 “Comparing Three Approaches to Cultural Appropriateness” 2003-2007 

SM-52328 (J Campbell, P.I.) 09/01/99 – 08/31/02 10% Effort 
SAMHSA/CMHS Coordinating Center for the Consumer Operated Services Project 
Role: Cultural Competency Consultant 

University of Missouri Research Board Grant 
“Evaluation of Therapy with African Americans 2000-2001
The Society for the Psychological Study of Social Issues
“The Construction of African American Identity”
1999-2000

American Philosophical Society
“The Psychological Impact of Discrimination”
1997-1998

African American Attitudes toward Organ Donation
Mid-America Transplant Organization, St. Louis, MO
(Contract) 1991

**Presentations**


2009 – “Comparing the use of Evidence and Culture in Colorectal Cancer Communication
for African American Adults.” Paper presented at the Centers for Excellence in Cancer Communication Research Meeting, Denver, CO, May 6-8, 2009. (Sanders Thompson, Haire-Joshu, Clarke, Caito, Nicholson)


2008 - Issues in Intersectionality: Implications for Health Communication, National Summit on Poverty and Health Communication, Atlanta, GA, August 11-12, 2008 (Invited)


2005 – “Culture in colorectal cancer message development” Poster presented at the Franklin, TN, November 4, 2005. Nicole Caito, MS, MPH, RD. (Vetta Sanders Thompson, PhD, Kimberly Tate, BA, Jennifer Gratzke, BA, Shanti Parikh, PhD, Keri Jupka, MPH, Nancy Weaver, PhD, Anjali Deshpande, PhD, Heather Jacobsen, MPH).


2005 - “Cultural competence in the Development of Cancer Communication Materials”.


2002 - African Americans' Perceptions of Psychotherapy and Psychotherapists. Poster


1999 - African American Achievement: Youth Perspectives. Presented at the 18th Annual


1994 - *Clinician’s Response to African Americans Experiencing Racism.* Presented at the Thirteenth Annual Convention of the Research Association of Minority Professors, Durham,
NC, February 1994.


Colloquium Presentations


2007- Approaches to Cultural Constructs: Examples from a colorectal cancer communication project. REACH Seminar, St. Louis, MO, February 22, 2007


2004 – Intimate Partner Violence: Consequences and Intervention. Presented at the East Central Missouri Area Health Education Center “Interdisciplinary Approaches to Domestic


2001 - Multi-cultural competence in mental health. Presented at the University of Missouri Health Science Consortium Grand Rounds; University of Missouri School of Medicine, Department of Physical Medicine and Rehabilitation, Division of Clinical Health Psychology and Neuropsychology. Columbia, MO, February 20, 2001


1997 – The Experience of Racism. Presented at the Institute for Women’s and Gender Studies Colloquium Series, University of Missouri – St. Louis, St. Louis, MO, April, 1997.

1996 - Multi-cultural issues in mental health. Presented at the Veteran’s Administration Medical Center - Jefferson Barracks, St. Louis, MO, March 1996.

**Workshops**


2005 – “Ethical Practice: The Provision of Mental Health Services”. Department of Veteran’s Affairs Employee Education System and Readjustment Counseling Service Counselor Training Regions 2. Oak Brook, IL, August 2-4, 2005.


**Media Presentations**


2002 – “Black youth face PTSD symptoms: Violence is the cause”. *The St. Louis American*, 74 (#34). December 5-11

2001 - "Short Stuff". *Parenting*. November 2001

1999 - COSP Multi-site Interviewer Training Video, Cultural Diversity

1995 - “Sad Season.” *Cleveland Life*. December 1995


**Honors and Awards**

Honorary Member, Golden Key Honor Society.

2006 - The St. Louis American Foundation and the Mound City Medical Forum Excellence in Health Care Award

1998 & 1999 Mental Health Association of Greater St. Louis Distinguished Service Award

Who's Who in Medicine and Health Care, 1st Edition; Who’s Who in the Midwest, 26th;

University of MO-St. Louis students with disAbilities Association, Service Award Recipient, April, 1996; April, 1997, April, 1998.

Outstanding Young Women of America, 1984

**University Service**

**Washington University in St. Louis**

2010- Brown School Task Force on Diversity
2010- Public Health Committee
2010- Brown School Expansion, Architect Selection Committee
Fall 2010 Professor of Practice Review Committee
2010- Promotion & Tenure Taskforce
2009 - 2010 Personnel Advisory Committee
Spring 2010 Ad Hoc Committee on Public Health Curriculum
Spring 2010 CVIP PhD Scholars Program Evaluation Committee
2009 - 2010 Lead Instructor Human Diversity Course
2008 - Institute of Public Health Faculty Advisory Council
2007- 2010 Behavioral Social Science Committee,
Siteman Cancer Center Protocol Review and Monitoring Committee

**Saint Louis University**

2004-2005 School of Public Health Dean’s Search Committee
2007 – Epidemiology Faculty Search Committee
2005-2007 School of Public Health, Human Subjects Protocol Review Committee
2007 – 2008 School of Public Health Institutional Review Board Representative

**University of Missouri – St. Louis**

College of Arts & Sciences, Eugene J. Meehan Scholarship Committee, Winter 2003
Faculty Grievance Committee, 2002 - 2004
Department of Psychology, Human Subjects Review Committee, 1990-2002
Department of Psychology Ombudsperson, 2000-2002
Search Committee, E. Desmond Lee Professorship in African/African American Studies, 1999-2002
Senate University Relations Committee, August 1, 1999-2000
Search Committee, Director of Student Advising Services, July - September, 1998
Co-Facilitator University of Missouri-St. Louis Campus, University of Missouri Heartland’s
Alliance for Minority Participation, 1996-1998
Senate Committee on Admissions, Financial Aid, Student Recruitment & Retention, 1991-1999
Student Conduct Committee, 1992-1997
University of Mo-Research Board - Proposal Reviews
University of Mo-St. Louis Association of Black Faculty and Professional Staff, 1989-1997
Chancellor's Committee for the Office of Equal Opportunity, 1993-1996
Englemann Scholar Program, 1990-1997
Search Committee, Vice Chancellor's, 1991-1992

**Consulting**
Veteran’s Administrations Counseling Centers, St. Louis and East St. Louis, 2001-present

Missouri Historical Society, St. Louis, MO, 1996-1999
“Through the Eyes of a Child,” African American History Project

Wellston School District, Wellston, MO, 1993
Teacher Training to Increase Academic Motivation and Behavioral Management

Coalition for Positive Family Relationships, Kansas City, MO, 1993
Conference Consultant--Diversity

**Community Service**
Eastern Regional Alliance, Minority Health Advisory Committee
Executive Committee, Member at Large, 2004-2005

Mental Health Association of St. Louis - Member, Board of Directors, 1997- present;

Missouri Institute of Mental Health/University of Missouri - Columbia Behavioral Health Review Task Force, October, 2001 - May, 2002

Institute for Women in Public Life, Advisory Board, 1998- 2005

Missouri Board for Respiratory Care, Public Member - 1997

African American Mental Health Task Force
January 1993 - December 1994--Eastern Region, Co-Chair
Chairperson - January 1995--December 1996

Department of Mental Health - Managed Care Steering Committee, Member 1995-1996;
Strategic Planning Advisory Committee, 1997;

Eastern Region Advisory Council, Missouri Department of Mental Health,
1996 to 1997 - Crisis Access System Monitoring Committee--Chair.
1996-1997 - Budget Planning Committee--Chair
1997-1999 - Chairperson

House Interim Committee on Juvenile Justice, Advisory Committee on Violence Prevention and Investment in Youth, Member 1994-1995

Department of Administration, Division of Purchasing - Eastern Region Community Mental Health Centers Privatization Evaluation Review Team, August - December, 1996

School Partnership Program, 1986-1999
St. Louis Public Schools, St. Louis, Missouri

St. Louis Mental Health Board - Children's Mental Health Planning Group, 1996-1997

The Alliance for the Mentally Ill of Metropolitan St. Louis - NAMI Family Support Services Outreach to African American Families Advisory Panel, 1996-1997

YWCA Women's Resource Center S.A.R.T. Training

Role Model Experience Program, 1989-1998
St. Louis Public Schools

**Professional/Service Organizations**


Human Genome Research Institute Multiplex Work Group, 2006-2007

Missouri Psychological Association – Member, 2004-2006
  Board Member 2005- present
  President 2006-2007
  Liaison to the State Committee of Psychologists – 2007 – present
  Chair – Business of Practice Network

The Missouri State Committee of Psychologist, Member, 1997- June1, 2006
  1998 - 1999, Chairperson, Discipline Committee
  1999 - 2002, Chairperson
  December 2005 – 2006 Chairperson, Credentials Committee

American Psychological Association--Member, Divisions 1 and 45

American Orthopsychiatric Association – Member
Association of Black Psychologists-- Member Editorial Board of the Annals of African-centered Psychology

Research Association of Minority Professors--Member, Reviewer for Journal of the Research Association of Minority Professors; Registration and Facilities Committee

**Editorial Boards**
*PsycCritiques: Contemporary Psychology: Associate Editor*
2004 – present
*Great Plains Research: Board of Editorial Advisors 1996- 2001*

**Ad Hoc Journal Reviews**
*Health Education Research*
*Health Education and Behavior*
*Ethnicity and Health*
*Journal of Immigrant Health*
*Cultural Diversity and Ethnic Minority Psychology*
*Social Psychology Quarterly*
*Social Science and Medicine*
*Journal of Black Psychology*
*Journal of Applied Social Psychology*
*Journal of Consulting and Clinical Psychology*
*Journal of Personality and Social Psychology*
*Journal of Child Maltreatment*
*Western Journal of Black Studies*
*Sex Roles*

**Reviews for Academic Publishers**
*McGraw -Hill*
*Wadsworth*
*Prentice Hall*

**Conference Reviews**
*Society of Behavioral Medicine – Diversity Track (2010)
Shanti A. Parikh
Curriculum Vitae

CONTACT:
Department of Anthropology
Washington University
Campus Box 1114, One Brookings Drive
St. Louis, MO 63130-4899
Work Tel: (314) 935-7769; Work Fax: (314) 935-8535
Email: shanti.parikh@wustl.edu

RESEARCH INTERESTS:
Gender, sexuality, HIV/AIDS, sexual health, ethnographic research methods, political economy, globalization, East Africa

ACADEMIC HISTORY:
2010-present  Associate Professor, Department of Anthropology. Joint with African & African-American Studies (AFAS) and Affiliated with Women, Gender & Sexuality Studies (WGSS) and Urban Studies. Washington University in Saint Louis, MO
2001-2010  Assistant Professor, Department of Anthropology. Washington University in Saint Louis, MO
2001  Ph.D. Anthropology, Yale University. New Haven, CT
1990  B.S. Finance, University of Virginia. Charlottesville, VA

LANGUAGES:
English  Native Language
Swahili  Conversant
Lusoga  Semi-conversant (Local language of primary research site in Uganda)

PUBLICATIONS:
Books

Journal Articles & Book Chapters
Submitted*  ‘They Arrested Me for Loving a Schoolgirl’: Ethnography, HIV, and Assessing the Age of Consent as a Gender-based Macro-level Structural Intervention in Uganda. Social Science and Medicine. Accepted for internal review: special issue on Gender & Health.

* Peer-reviewed journal

(Updated December 30, 2010)


2003 ‘Don’t tell your sister or anyone that you love me’: Considering the Effects of Adult Regulation on Adolescent Sexual Subjectivities in Uganda’s Time of AIDS. In Britt Pinkowsky Tersbol (ed.) Gender, Sexuality and HIV/AIDS: Research and Intervention in Africa. Institute of Public Health, University of Copenhagen, pp. 53-84

Technical Papers


RESEARCH GRANTS:
Current

2008-2011 Consultant. National Cancer Institute. (R01 CA122435-01A2; PI: Vetta Thompson, PhD, * Peer-reviewed journal

Revised December 30, 2010
$937,143, 09/22/2008-07/31/2011)

2010-2011 Gephartd Institute. Community-Based Teaching and Learning Faculty Grants Program, $2,000. Course: “Sexual Health and the City: A Community-Based Learning Course”

Completed
Role: Co-investigator and Lead for Uganda component.


2003-2007 Qualitative and Formative Research Consultant (11.5% academic). National Cancer Institute (NCI). 1 R50 CA95815-1A1 (MW Kreuter P.I., 1,228,224, 9/1/03-8/31/08). Centers of Excellence in Cancer Communication Research

2002 International Activities Fund, Washington University ($3,000). Sexual Health and HIV: Sexuality and Gender in a Mining Community in Rustenburg, South Africa.

1998-1999 Brown University, Leadership Alliance Dissertation Fellowship ($19,000)
1996-1998 Henry Rice Dissertation Research Fellowship ($10,000)
1996-1997 Yale Center for Area and International Studies Dissertation Fellowship ($6,000)
1996-1997 Andrew Mellon Foundation Grant ($3,000)
1994 Williams Fund Research Fellowship ($2,000)
1994 Agrarian Studies at Yale University Summer Grant ($2,500)

FIELD WORK & RESEARCH EXPERIENCE:

06/06-08/06 Primary Investigator (PI). HIV and Antiretrovirals: Sexuality, Sociality, and Changing Meanings of Death in Iganga. Local research affiliation: Makerere School of Public Health (Kampala, Uganda). 2 months

05/05-08/05 PI. An Ethnographic Study of Age of Consent Laws and Gender / Age Inequalities. Funding: Fulbright New Century Scholar. 3 months

Revised December 30, 2010
05/08/05  PI. Love, Marriage, and HIV: A Multi-country Study of Married Women’s HIV Risk. Local research affiliation: Makerere Institute for Social Research (Kampala, Uganda). Funding: NIH (1 R01 41724-01A1). 3 months

01/04/04  PI. Love, Marriage and HIV. Funding: NIH (1 R01 41724-01A1). 6 months

10/03/06  Qualitative/Formative Research Specialist. National Cancer Institute. School of Public Health, Health Communication Research Laboratory, Centers for Excellence in Cancer Communication. St. Louis University. Saint Louis, MO.

05/02/07  PI. Romance, Youth, and Regulation. Funding: Washington University in Saint Louis. 2 months.

07/02  PI. Sexuality, Race, and Migration in the Platinum Mines. Rustenberg, South Africa. The Bofokeng Nation. Funding: International and Area Studies Research Fund. 1 month

03/00-05/00  PI. Social Reforms and Youth Sexual Agency. Kampala and Iganga, Uganda. 2 months

04/99-06/99  PI. Youth Romance and Love Letters, Iganga, Uganda. 2 months

06/96-12/98  PI. The Social History of Youth Sexuality and Romance in Iganga in south central Uganda. 30 months

INVITED LECTURES:

2009  From Love Letters to Marriage: Gender and HIV Risk. Academy of Science. Saint Louis, St. Louis, MO.

2009  Gender, Policy and Africa. Association of University Women, Kirkwood, MO


2007 From Sexual Networking to Geographies of Risk: Social Science Methodologies and HIV. Washington University, Medical School, Multidisciplinary Clinical Research Career Development Program Seminar. Saint Louis, MO.


2001 Popular Culture, the Body, and Disease: Youth Dating and the Dilemma of AIDS. Globalization and Health: Challenges for African Youth Conference. Yale University.


PROFESSIONAL CONFERENCES AND ENGAGEMENTS:

Revised December 30, 2010


ADVISORY & OTHER RELATED WORK:


SERVICE:

Professional Service
Reviewer for Grant Agencies and Journals: National Science Foundation (NSF), Medical Anthropology Quarterly, American Journal of Public Health, Anthropological Quarterly

2001-2003 Member, AIDS and Anthropology Research Group (AARG), Awards Committee

Board and Leadership Positions
Planned Parenthood, Saint Louis
San Francisco AIDS Foundation, San Francisco
Saint Louis Effort for AIDS, Saint Louis
Professional Organization of Women, Saint Louis

Board of Directors (2003-present), Board V-Chair (2006-2007)
Board of Directors (2003-present), Board Chair (2007)

Professional Associations
American Anthropological Association; African Studies Association; Association of Feminist Anthropology; Association of Black Anthropologists; AIDS and Anthropology Research Group

Washington University Service and Committees
University-wide
2010-present Faculty Coordinator, Mellon Mays Undergraduate Program, The Humanities Center
2010-2011 Search Committee, Women, Gender, and Sexuality Studies, Black Feminisms Senior Scholar
2009-present Faculty Associate, Freshmen Residential Complex
2006-2007 Search Committee, Women and Gender Studies Senior Scholar
2005-2006 Search Committee, Women and Gender Studies Chair
2006 Co-organizer, International Conference, Global Feminisms Conference: The Role of Women in Building States and Societies (Main funder: Center for Joint Projects)
2004-2005 Advisory Board, Internal Review Board
2005-2006 Faculty Coordinator, Mellon Mays Undergraduate Program, The Humanities Center
2001-2003 Community Service & Fellowships Task Force
2002-2003 Faculty Associate, Freshmen Residential Complex

Departmental Service (Anthropology, unless otherwise noted)
Department Committees
2009-present Diversity Committee (Anthropology)
2004-present Executive Committee (Women, Gender and Sexuality Studies)
2006 Graduating Senior Prize Committee (Anthropology)
2001-05 Search Member, Post-Doctoral Fellowship (AFAS)
2001 Search Committee, Medical Anthropology (Anthropology)
2002 Graduating Senior Prize Committee (Anthropology)
2001-2002 Search Committee, Senior Lecturer in Swahili Language (AFAS)
2001-2002 Coordinator, African Studies Speakers Series (AFAS)

Revised December 30, 2010
Ph.D. Dissertation Committee Member
Jessica Ruthven
Meghan Ference
Anubha Sood
Ana Jacobson
John Areni (History)
Defended ’09 Puneet Singh, Anthropology
Defended ’08 Bertin Louis, Anthropology
Defended ’07 Laura Cochrane, Anthropology
Defended ’07 Frances Henderson, Political Science
Defended ’03 Christina McMahon, Art History
Defended ’02 Erin Stiles, Anthropology

Senior Honor Thesis, Primary Advisor
2010-2011 Daniel Wonzinca (Women, Gender, and Sexuality Studies)
   Wandalyn Sawala (AFAS)
2009-2010 Anupam Kumar
   Laura Lane-Steele
   Priya Sury
2008-2009 Jennifer Klein
   Claire Garon
2007-2008 Kristal Matlock (AFAS)
2006-2007 Emily Hawkins (University Honors Fellow program)
   Micah King (co-advisor)
   Vinay Kampalath (AFAS)
   Andrea Schecter (AFAS)
2005-2006 Emily Hawkins (University Honors Fellow program)
   Emily Cutrell
   Amy Gjesdahl
   Mark Hines
   Margaret Day (IAS)
2003-2004 Jessica Eby
   Darren Weiss
   Nicole Soussan (AFAS)
2002-2003 Laquesha Andrews (Mellon Fellow Honors Program)
   Emily Hudson
   Deb Kerson
2001-2002 Majorie Kent (winner of the Anthropology John W. Bennett Prize)
   Laquesha Andrews (Mellon Fellow Honors Program)

Student Groups & Organizations Service
Advisory Role
2007-2008 Faculty Advisor, Village Bloc
2003-07 Faculty Advisor, Wash-U HOPE (HIV awareness organization)
2003, 2005 Faculty Service Award, Black Student Association
2001-04 Faculty Advisor, Sex Education Week

Invited lectures: Given numerous addresses to a range of student organizations and campus events on both the Danforth and Medical School Campuses. Student events and groups include Campus Week in Dialog, GlobalMed, Legislative Affairs for the College Democrats, International AIDS Week, South Asian Awareness Week, the Social Justice Center, Asboka, Association of Black Students,
Sexual Health Week, Pre-Med Society, Human Rights Film Festival, Hope (HIV Awareness Organization), and Residential Life

**ACADEMIC COURSES TAUGHT:**
The Global AIDS Epidemic ...........................................(Upper-level)
Sex, Gender, and Power: Theory & Ethnography ........(Graduate and Upper-level)
Contextualizing Problems in Contemporary Africa ......(Freshmen seminar)
Classics in Ethnography...........................................(Graduate seminar)
Sexuality, Gender, and Change in Africa .................(Upper-level, writing intensive)
AIDS in Africa and the Diaspora ...............................(300-level)
Introduction to Social Anthropology .........................(Intro-level)